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ABSTRACT

This pilot study was designed to provide group participation for vocational rehabilitation services for Chicanos, using a highly subjective method of self-evaluation. The methodology was based on the hypothesis that growing concerns with race identity and development are a major factor in rehabilitation and personal adjustment of Chicanos. A total of 45 of the project staff and the New Careerists were interviewed. The results of the pilot project showed that there is a need for further study of the subjective method of self-evaluation and that the pilot study can be used to clarify the initial hypotheses before making major commitments of time and money for future demonstration programs. A content analysis of the interviews and an interview schedule are appended. (BC)

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FINAL REPORT

BEYOND THE OPPORTUNITY STRUCTURE
RD-3707-P-69

NEW CAREERS DEVELOPMENT ORGANIZATION
1013 Harrison Street, Room 203
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SIGNIFICANT FINDINGS FOR REHABILITATION WORKERS

This pilot study has clarified the following hypotheses as a first step in research concerned with Chicano client participation in vocational rehabilitation:

1) Chicanoism is related to rehabilitation problems in New Careers programs

2) Criminal frames of reference and leadership are of growing importance in both Chicanoism and New Careers programs for Chicanos

A client staff participation model is proposed as a rehabilitation intervention to deal constructively with the implications of these hypotheses. It should be emphasized that these are hypotheses for further study. At most they should only be viewed as leads for current practice.

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Manuel Rodriguez, Co-Investigator

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INTRODUCTION

Vocational Rehabilitation is developing programs for such overlapping groups as the poor, offenders, drop-outs, and minorities who at present have limited opportunity for effective vocational employment: New Careers (4) is a strategy for providing employment opportunities for such groups in the Health, Education and Welfare fields. The findings from self-help (6) and community action (5) that non-college trained personnel can perform essential services in these fields is used as a base for integrating continual paid work experience with job related education. Thus, career ladders are provided for those now screened out by higher education. This New Careers strategy is finding increasing acceptance by city, county, state and federal levels of government. HEW itself has recently created a new careers office. As with any strategy, there are problems. These need to be identified, clarified and studied. This pilot project is an initial effort to clarify the supportive services and personal adjustment concerns of male Chicanos participating in New Careers Programs.

It is hypothesized that growing concerns with race identity and development will be a major factor in the "rehabilitation" and personal adjustment of Chicanos participating in New Career Programs. It would seem more than plausible that the changing perceptions of Chicanos concerning themselves, their community, their identity in the larger society, and their quest for leadership would play a major part in determining the perceptions of and behavior in New Career opportunities. A corollary is that supportive services and

rehabilitative efforts to work with Chicanos in New Careers programs which did not take "Chicanoism" into account, would be ineffective. A further hypothesis follows that rehabilitative efforts which emphasized group identity and group participation would prove more effective than efforts which concentrate on the individual and his unique adjustment problems. The co-investigators of this study had recently participated in a highly successful offender New Careers program (3) in which group participation through joining a cause was the basic principle for handling motivational and personal adjustment problems. This participation-in-a-cause principle is basic to such self-help movements as Alcoholics Anonymous and Synanon (7). It has been emphasized by Cressey(2) since 1955 that the best way to rehabilitate an offender is to have him participate in efforts to rehabilitate other offenders. The group dynamic principles of Lewin and the work of the Michigan Group Dynamics Center (1) present a more general theoretical base for behavior modification through participation. Their first principle is that: "if the group is to be used effectively as a medium of change, those people who are to be changed and those who are to exert influence for change must have a strong sense of belonging to the same group."

This study was done in a setting which gave optimal access to the "Chicano Group." The New Careers Development Organization is one of thirty-seven agencies which form a confederation concerned with manpower, economic development, and housing needs of the Chicano people in the Southwest. The confederation is a non-profit organization, the Mexican-American Manpower Agency. The New Career Organization's

Executive Director, Ricardo Ontiveros, serves on the Executive Board of the Mexican-American Manpower Agency. In addition, the code director of this project, Manuel Rodreguez, is a New Careerist who is widely known from New Mexico to Los Angeles. This entree gave the project access and acceptance with the program's staff and new careerists surveyed in the study.

METHODOLOGY

This project was a self study survey. Objectivity was sacrificed to get with the Chicano participants in New Careers programs throughout the Southwest and to have them join the research staff in systematically looking at what they are doing and how they are feeling as Chicanos in New Careers programs. The following table shows the number of Chicano new careerists and staff by program, which were interviewed.

Program	Chicano New Careerists	Chicano Staff
Project Bravo, El Paso, Texas	4	2
Machos, El Paso, Tex.	3	1
Mexican-American Opportunity Foundation, Los Angeles, Calif.	18	5
Denver New Careers, Denver, Colorado	3	2
Southern Alameda Economic Opportunitities Agency	2	2
Arribas Juntos, San Francisco, California	1	2
New Careers Development Agency, Oakland, Cal.	2	1

The above were all of the available Chicano New Careerists and staff in each of the programs at the time of the study. Variables in "Chicanoism" were tentatively identified and related along with problems, "hang-ups", and personal adjustment issues in New Careers

program participation. An interview schedule was developed and tested [see Appendix B for final revision]. The interview schedule had to be open enough so as not to limit the responses available which were not as yet anticipated. However, as a first approximation, the areas relevant to the dynamics of Chicanoism and adjustment problems within New Careers were made specific enough to define the area of interest of the study. After preliminary testings and revisions, the interview schedule was used in thirty-three interviews with New Careerists and fifteen interviews with staff. The interviews were recorded, the recordings were content analysed by two researchers. They would listen for themes which seemed to be portrayed, then identify examples of the themes bringing in modifications with further information from further interviews. Following the interviews in the preliminary analysis, study groups were held with from three to five interviewees, both staff and new careerists. This was to provide feed back and additional clarification as the subjects had more time to think and had the advantage of sharing their thoughts with others.

Before the analysis was considered complete, a two-day workshop was held with key participants from four of the programs. These programs were the Mexican-American Opportunities Foundation in Los Angeles, Denver New Careers, the Southern Alameda Economic Opportunities, and the New Careers Development Agency, Oakland, California. Appendix A is the final content analysis which includes the revisions made from the two-day workshop. Methodological assistance was obtained from Hans Toch [violence study] who conducted the content analysis of the recorded interviews and study groups of Violent Men.

RESULTS

Although this is only a pilot investigation identifying possible hypotheses for further study, a review of the content analysis [appendix A] makes a strong case for the linkage between Chicanoism and New Careerist participation problems. Chicanoism is revealed by social movement concerns. It brings out personal feelings of self-prejudice, pride, and lack of respect by others. At the same time, there are growing feelings of being on the spot, of being part of something which is creating pressures within them to do something.

Chicanoism can be related to machismo concerns of a conflict over changing male-female (husband-wife) roles which are implicit in New Careers and Chicanoism. What has been defined as "masculine" changes as one moves into professional, white-collar and social movement activities. Chicanoism, again, appears to be at the base of a family-circle phenomenon. This is the need and ability to be freely critical, possibly almost too critical and too expressive of negative feelings when among other Chicanos. But this critical sharing is blocked off from non-Chicanos. There is a strong pressure to "keep up appearances" and to have an aloofness in communicating not only with non-Chicanos in business and on the street, but non-Chicanos who are in social worker and research roles.

Part of the dynamics of Chicanoism is the breaking down of the barrios and the major identities with large family units. This study makes the case for criminal activity playing a role in this transition from a family identification to a Chicano identification. Illegal activities, parti-

cularly with the drug traffic, demanded communications and operations involving some trust that cut across the family structures. Again, as a testable hypothesis, the study suggests that the value systems, frames of reference and leadership of the criminal culture is becoming more significant among the Chicanos with the developing of Chicanoism. Further, Black-Brown competitiveness can be viewed as a dynamic of Chicanoism that has strong implications for New Careers programming and the adjustment difficulties in finding adequate roles and motivations within New Careers.

There are a set of other concerns which at least are marginally related to Chicanoism. They are the concerns with inadequacies and confusions within the administration of New Careers programs. These can be looked at over problems with the user agencies, problems with the education system, problems with New Careers administrations themselves, and concerns with the general upward mobility promise. It may well be that even these seemingly directly-relatable to operations and personal hang-up issues are intensified by the lack of trust concerns inherent in the perceptions of race conflict expressed in the growing Chicanoism. There are the reality concerns which come about from the anxious crowding and demanding of the system which is inherent in Chicanoism; there is also the perceived lack of trust which comes with a frame of reference based upon a premise that one's group is not getting that which it has a right to expect.

DISCUSSION AND IMPLICATIONS OF RESULTS

The relationship between Chicanoism and New Careers participation is spelled out as a testable hypothesis. It does appear to the authors that a good case has been made for a further study of the relationship between Chicanoism and New Careers participation by Chicanos. A follow-up proposal to this pilot study is requesting funds to establish new careerist and staff self-study activities in eight of sixteen New Careers programs throughout the Southwest. Such a demonstration would allow a further and more systematic study of the basic hypothesis; at the same time, it would introduce a plausible intervention for handling the rehabilitative aspects of New Careers for Chicanos. If a group dynamics approach to rehabilitation which relies heavily upon joining-a-cause is more effective than traditional supportive services, the experimental programs should have significantly better outcomes in terms of career success, drop-out rate, and confinements, than the other comparable eight programs which will use the more standard approaches to supportive services. The proposal will include multi-variant analyses of relationships between subject and program characteristics and outcomes. Further, a cost-benefit analysis is being built into the final evaluation.

This use of the pilot study as a way to clarify the initial hypotheses and the nature of plausible interventions before making major commitments of time and money in demonstration tests is seen as a highly desirable research and development strategy. It is hoped that this pilot study, along with the accompanying demonstration proposal will serve as a model which will help establish such a strategy for systematic development in the vocational rehabilitation field.

SUMMARY

A pilot study, hopefully as a first step in a demonstration of a group dynamic participation approach to vocational rehabilitative services, has clarified basic hypotheses relating Chicanoism to problems in a New Careers participation. The methodology used was highly subjective, however, it had the advantage of cutting through the resistances of Chicanos to share their Chicanoism concerns with non-Chicanos. A self-study method of inquiry allowed Chicano New Career participants (both staff and new careerists) to use professional assistants in their self-analysis of the relationship between the dynamics of Chicanoism and New Careers development. The rehabilitative strategy which has grown out of theory derived from self-help movements and which has shown dramatic results in offender-rehabilitation programs (3) is now being proposed for Chicanos throughout the Southwest participating in New Careers programs. Obviously, to the extent the demonstration is successful, the implications of the participation self-study model will hold promise for New Careers programming in particular and vocational rehabilitation in general.

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APPENDIX A

CONTENT ANALYSIS OF

INTERVIEWS (N=46) AND STUDY GROUPS (N=5)

I. REASON FOR ENGAGEMENT IN NEW CAREER:

A. Referred by Caseworkers from Social Service Agency.

B. Heard about it from a friend.

C. Accidentally dropped in one day while seeking employment.

D. Wanted to work with people.

E. Came to work because it was easier work at comparable wages.

F. Just another job.

G. Desire to work for something for the community.

H. Did not have any real goal when came to apply for employment.

II. HISTORICAL CYCLE LEADING TO CRIMINAL SUB-CULTURE DEVELOPMENT:

Origin

The subjects are first generation immigrants in a setting quite similar to a small town in which there is trust, everyone knowing everyone else, and their business.

Contraband

Through the period of World War II it becomes accepted to sell ration stamps, tires, sugar, cigaretts, etc., which were all rationed and the sale of which outside designated channels was illegal.

The War Ends

The war ends and the acceptance of illegal methods of earning a livelihood was transferred to other illegal methods such as stealing, selling pot, etc.

Criminal Sub-Culture

Heroin is introduced into the Barrios and it becomes more profitable than the other available means of earning a living. At this time a greater number of Chicanos are earning more money than before the war. They begin to move away from the heroin infested Barrios to the nearby suburbs to get their children away from the drug culture. The heroin sub-culture also served to transcend Barrio boundaries. Individuals, who heretofore kept the boundaries up by constantly warring with each other, began to communicate as cohorts in the heroin sub-culture or in consumer-seller relationships.

There was a certain kind of controlled family relationship within the community which changed into a larger conglomerate composed of the old barrios which expanded as Chicanos moved to the suburbs. The strict boundaries of the Barrios were kept intact however, by the constant gang fighting of at least a second generation of youth who emulated their older community counterparts by keeping the feud going. The criminal sub-culture side of the community became dominant and the nature of the community lent itself to everyone knowing everyone else's business, at least to the extent of knowing if the individual or individuals were conforming to certain unwritten rules, or that they were not a threat to the sub-culture conformists. As the community expanded and grew, it became impossible with the individual's life style to maintain the close family unity and communication and control. Therefore, the individual became more suspicious and more selective of "family" members. This would then be transmitted to the next generation who would parrot the philosophy "I'm looking out for myself because everyone else is doing just that too."

Present

There is the social movement which is seen in the Brown Beret, etc., youth movements, some rumbling from older community residents. There are also a number of individuals who enjoy a semi-middle-class existence employed in banks and other white collar institutions who would like nothing better than that the current social movement had never occurred in order to remain invisible and safe within their positions.

Quotations:

A. "They consider us less than nothing."

B. "It's their system and we don't want in."

C. "They will put us down if they can."

D. "I am me and don't want to become somebody else, not a phoney."

E. "I have been talking this way and writing the way I talk all my life and like me this way and don't want to change."

F. What we have to do to get along with their system is to help our people get with that system in order to break their own rules, to make them fall on their faces."

G. "We are justified in this thinking because they are not helping or going to help us." "And we must be careful becau 30,000 Anglos are waiting to catch us out of line."

III. SUB-CULTURES

A. Criminal Reasoning Type

Introduction:

Indication of criminal sub-culture reasoning does not necessarily mean that the individual would participate in criminal activities. It merely means that the individual has evolved a kind of reasoning that is similar to that displayed by individuals within correctional institutions

and identified offenders.

There is an indication that those interviewed and some not interviewed (with whom research staff is in contact) share some of the criminal sub-culture reasoning where similar comments to those listed in this section were common. Also, at least one ex-offender, although not displaying either a willingness to act in a leadership capacity or having high leadership qualities, was seen as someone who was listened to when he spoke and whose advice was solicited. This is an indication of a criminal sub-culture in that within the group in which this behavior was observed there were other non-offender individuals who appeared to be more developed in leadership qualities but not placed in that capacity by the group.

Another indication of this type of reasoning is that although there is more than one alternative in interpretation, individuals invariably chose the interpretation leaning towards offender-type reasoning. These observations were made from the tape analysis. The leaning toward criminal sub-culture reasoning is apparent in the subject verbalizing positive reasons for lack of achievement of goals relating to contacts with the agency, group, or power figures within the framework of their work. Examples derived from the tapes are as analyzed:

1. "Miss X," a female staff member at a user agency who seems to have high rapport with female C's, "is kind of funny, you know how short she wears her hair and how manly she walks, and how all the girls hang around her." Research staff theorize that Miss X's position of Supervisor would make her a natural for girls to "hang around" in their competition for upgraded positions. She would also be constantly asked for advice and direction as individuals struggle to learn new things. Male C's are reluctant

to ask a female for direction and advice and would find this kind of competition difficult to understand and handle. This down-grading of opposition as illustrated is quite similar to how institutionalized offenders sometimes handle similar types of situations.

2. The Sheriff's Department would not develop New Careers within their agency because they have too much to hide to permit anyone from the community to work there and find out about it.
3. M.A.O.F. (The Administrative Agency) won't give us any real voice in the decision-making process because they have built a kingdom and are interested only in maintaining it, (the "they", is always there).
4. The New Careers Association doesn't interest me because they are only interested in writing their own proposal to run their own thing.
5. I can't get too in front with any group because they will use rule # so and so to get rid of me as a trouble maker.
6. An administrative agency individual gradually builds rapport with the courts and several police officials and is ultimately seen as a rat by the criminal sub-culture who don't know how that rappot was built.
7. Inputs from the official community that feeds the community sub-culture (criminal).
   a) I bought X amount of stuff and "They came to my house and took it because I was a little behind in my payment." (note) Research staff member went with C to furniture store to observe. Furniture store had repossession clause in original contract

which they were using without going to court for a repossession order. In this case the repossessors, upon finding that C was not home and that his wife would not let them in, suggested that she might not want the neighbors to observe the police coming to her house and her furniture being taken.

b) Concerning the C's furniture being repossessed, the C does not focus at all on what he did to cause his furniture being repossessed and talks only about the inconvenience the repossessors caused him (which was considerable). Secondly, he talked about the manner in which the furniture was repossessed, (the legality being somewhat questionable) in terms of the "they against me" attitude. He talked about the absentee owner of the store being Jewish and the exploiter of the community.

c) C also had no money to hire an Attorney to investigate the matter, had no idea where he could get any legal advice at all, and verbalized, "What difference does it make, they won't give us a break anyway." Lack of legal council reinforces the victim-exploited role prevalent in low-income people. If low-income people cannot get adequate access to due process to handle their legal problems, their criminal sub-culture reasoning will also be reinforced.

d) X, takes his car to be repaired and is quoted a modest sum for a minor job. He returns to pick up his car and finds a large bill waiting for him along with an explanation that the car, upon closer inspection, needed major work. He is

told that he can pay for the bill on a monthly basis. C misses a payment and finds that under the conditions of the contract which he signed his car will be repossessed by the car repair business and that he must pay the entire bill or the car's ownership will revert to the repair shop. This is what happens and the business pays the bank for the note on the car and resells the car.

e) X, an ex-offender, is seen talking with a policeman. Suddenly an altercation arises and the C is seriously beaten in the ensuing discussion. The community does not know what caused the altercation nor does it know who was the cause of it. It was dark and all that was observed was that another Chicano was badly beaten by a policeman.

f) The manner in which policemen are regarded (enemy) and the crime statistics for the low-income Chicano community reflect the criminal sub-cultural reasoning of the community in general.

g) Staff members that we liked and were with us against <u>them</u> were fired and staff members that would lean towards <u>them</u> were hired.

h) Miss X, (staff member), is two-faced because she will back <u>them</u> against us. Note. This staff member was seen as having extremely high rapport with the C's and a demonstrated concern for their welfare as evidenced by contact and her own participation with research staff.

8. <u>Peer Inputs Real or Perceived that Feeds the Criminal Sub-culture</u>

a) The subject begins to adjust his off work hours to fit his now official functions and the community (peers) tell him he's

a goody-goody and that he is changing negatively.

b) Coming from a sub-culture community, the subject had been working in the Parole Department (or Police & Probation) which historically has been seen as a Police Department. As he begins to perform more and more professional duties, he is seen more and more as one of the policemen. This causes him to feel ostracized since he does not feel peer support from the agency where he works or from the community.

c) The peers in the community seeing the individual working at an agency formerly seen as connected with the police call the individual a rat and a sell-out, etc.

d) The subject, unaccustomed to official looking peers, (white shirt and tie along with an expensive suit), thinks for a long time that one of the supportive staff (counselors) is a policeman and fails to take advantage of the designed support.

e) Subject buys a suit (his first since the new job) and does not dare to wear it because when the community sees him they will say,"Look at the big sissy!" The subject conjectured that the community is reacting partly out of a sense of displaced reality, since you just don't ever make enough money to afford a new suit. The community understands and can accept the criminal buying a new suit though the rationale is "He's running a game", as opposed to the worker selling out.

f) Subject having lived most of his adult life in crime had periods where he had a lot of money. He now cannot adjust to two dollars per hour and finds himself broke two days

after payday. This causes him to frequently think of his life of crime and fondness and he thinks of going back.

g) Subject has lived all of his life in a sub-culture where there were no goals and he was in and out of jail. He now finds himself unable to formulate goals or real direction because of his former existence.

h) The subject has accumulated a variety of traffic tickets which he has allowed to lapse over a period of two years. He comes to work one day and sees the police drive up to the agency, on some other errand, and he runs off.

i) The subject sees the divulging of certain information about his peers as snitching and is constantly feeling pressures of professionals asking for information to better the service to the community.

j) C buys a car, the first he has ever bought on his own earned money. He brings it home and some of the community youths ask him where he stole it. He answers that he actually bought it and produces papers indicating that this is so. The next morning his car appears to have been vandalized. It is scratched and the rear window is broken.

k) Ex-offenders although not displaying degrees of sophistication required of leaders, were seen as leaders in groups. This would seem to indicate that the criminal sub-culture perpetuates itself through role models.

INSERT A

There are two seemingly diametrically different philosophical types of individuals who are seen as leaders. The offender and the young college

student. The offender, in many instances, still occasionally engages in criminal type activities and is usually not shocked or moved to protest the presence in a meeting of someone under the influence of opiates, alcohol, or in possession of material that could cause the meeting participants to be arrested.

The young college student activist considers himself a revolutionary, will not engage in criminal activities such as engaging in stealing, trafficing in heroin, etc. He will usually become very agitated when an (offender) individual comes into a meeting under the influence of drugs or alcohol, or who brings some type of contraband to a meeting that could cause trouble if discovered by the police. Why then are these two so different types of individuals united under the common label of 'leader' by the community?

What do these two types have in common? Articulateness: The offender community leader has usually developed his articulateness far beyond that which he would have achieved had he remained in the community. Adaptation: The offender has been forced to adapt to different rules and circumstances through enforced incarceration and through having had to learn new hustles. Aggressiveness: The offender has also traveled generally. Some of his travels have been forced and some consistent with his hustle.

The college activist also has learned a knowledge which the community in general has not. He is usually more articulate than his community peers. He's aggressive and can adapt to new types of situations more readily than the community in general. Both the offender and the college activist then have several things in common that the general community lacks. Both the college activist and the offender are also demonstratively dissatisfied with the status quo. They know something that the general population doesn't

know. The community reaction in placing these two types of individuals in leadership roles can best be described as a reaction against ignorance.

IV. "CHICANO" SUB-CULTURE

Introduction

This is best introduced by one of the respondents from one of the group interviews. "We are not Mexicans from Mexico, and we are not Gringos either. We are a contributing culture to the broad American culture. We are Chicanos."

There are many instances in which the Chicano sub-culture is reinforced by individual's reactions to outside forces such as being turned down for employment, promotions, and unmet needs and goals. Some examples:

A. Chicano Label: (As seen by subjects, or, as subjects perceive others seeing it).

Identification

1. Chicano as a negative label.
2. Chicano is a label invented by the early French which meant prostitute.
3. In recent times the label meant thief, hustler and other ghetto negatives.
4. The label will elicit negative reaction from those who want to be called Hispano, Mexican-American or American-Mexican.
5. C considers himself a Chicano and feels anger toward another Chicano who identifies himself as a Spanish-American.

B. Prejudice real of Perceived:

1. C attempts to make an application for employment and is told, "We are not hiring Chicanos because we want to hire only Whites."
2. C applies for employment along with nine Whites and a Black. They are all tested and all except C and the Black are hired.
3. C is employed and W, an Anglo, always playfully calls him "Pancho". C feels this is derrogatory but does not complain. C's girlfriend comes to pick him up frequently and comes into contact with W at these times. One day W tells the girlfriend of C, "Say, Baby, I'm going on vacation to your country, what do you think of that?" C blows his top and the issue becomes strictly a racial one.

4. C is passed over for promotion several times and rationalizes that he is being passed over because the agency does not have confidence in Chicano's ability to perform higher skills. Note: This could be a projection instilled from school days when C was constantly told his best area of skill was in a vocation where he works with his hands. (Or) from being constantly passed over in seeking employment because of inadequate training or work background.

5. Feelings of not getting as far up the success ladder as the individual would like to.

6. Feelings that Anglos will move up the career ladder faster because of racial differences and prejudices.

7. Feelings of on-going prejudice by the user agency in general. Example: C works for parole division where most of the clients are also Chicanos and he comes to believe that the professional staff of the agency see all Chicano's as clients.

8. Failure feeling because C perceives the system as not permitting success, or that individuals perceive self incapable, or both. This is sometimes manifested by individuals not taking goal commitment.

9. Putting Chicano in lesser role: This includes possibly friendly actions perceived by Chicano as designed to "keep me in my place." Example: X goes to lunch daily with Chicano where X always buys chile and proceeds to give it to Chicano. Chicano accepts gift for a long time and one day tells X, "Stick the damn chile.", thinking the gift had racial connotations. "They will put us down if they can."

10. X, a staff member, tells C not to speak Spanish at work because it is not understood by other staff members, including X, who then do not know if C is doing proper counseling. C becomes very agitated feeling this is only another form of prejudice.

C. Machismo: There are probably as many illustrations of Chicano Machismo as there are Chicanos. A true illustration of Machismo is at best intangible and those examples shown here could be the object of constant debate. However, within the Chicano culture there is such a thing as Machismo and this can best be described as a combination of competition ranging from male/male to male/female to racial.

Some Illustrations:

1. The male Chicano does not want his wife to work because it will downgrade his Machismo in regard to:

   a. his ability to be the prime provider,

   b. his being outdistanced professionally,

c. his earnings being less than his wife's,

d. change in communication between husband and wife,

e. loss of the position of dominant figure in the home.

2. The Chicanos see themselves as having <u>always</u> been revolutionaries, not as imitating the Black movements.

3. Subject is offered some good clothes free as they have been donated to the project from various anonymous sources. He refuses them saying, "Look man, I buy clothes with my own money and do not accept donations from anyone."

4. We are ever ready to help each other financially or physically or spiritually. However, we are reluctant to ask for or accept help from friends and non-friends even if they are close friends or "Chicanos".

5. Reluctance to seek peer assistance when needed. C needs financial assistance. K, C's friend just came into some money. C knows this but feels he has too much pride to ask for assistance although he would accept it if it was offered.

6. X, a female in the same class with C, offers C some assistance in his school work. C tells her he doesn't need any help, feeling that it would lower his Chicanismo or Machismo if he accepted help from a woman.

7. The subject attends meetings with peers where certain issues are voted on by all the attending individuals. Upon seeing himself outnumbered and outvoted by the female memership, he decides to withdraw from competition with women.

8. Subject feeds rumor market resultant with inability compete with a female professional for social contact and r gnition with her.

9. Chicanos can know that they need help and that there is help available for the asking, but will hold off to the last minute before seeking help outside of their own orb of culture or "family". (Study group concensus.)

10. C begins to have a lot of problems and S a professional social worker, upon hearing about it from the neighbors, comes to C's house to try to find out if he can help. C denies needing any help and tells S to get out. C indicates he wants no help from outsiders.

11. The subject has had an ongoing negative relationship with his wife which has caused him to get beaten up or thrown in jail. He comes to work beat up and relates that he has been in an

automobile accident because he cannot relate his troubles to anyone and really doesn't see it as a problem.

12. A subject comes to work in a constant state of extreme agitation because he cannot deal with his wife who is pregnant with their first child and he is unable to divulge his home problems to the counselor.

D. Self-prejudice

1. Subject has come to associate agencies and agency personnel as generally "high up" for him since he is abjectly poor and feels inferior, or is made to feel inferior because of his observable extreme poverty such as patched clothes, cardboard shoes, etc. This is (not discernable) sometimes a cause of communications breakdowns between subject and X. X equals social worker, policeman, etc.

2. Subject, having lived all his life in a closed community within one of the barrios of East Los Angeles, finds himself unable to intermingle with a neighboring community that is more "Anglicised". This is a difference in language, mannerisms, life style, and the subject is just not part of the "in crowd"... This could cause him to want to drop out since the new career is located there.

3. The subject displaying some new affluency by buying a car and clothes is told by the community, "You really think you're something now, don't you?" causing the subject to feel ostracized.

4. C turns down promotion feeling he just can't function on such a "high" level.

5. C turns down promotion feeling Chicanos are too proud to work in a white collar capacity.

6. C turns down promotion feeling he will lose his identity. "I have been talking this way and writing the way I talk all my life and like me this way enough to resist change."

7. C has always experienced professionalism from the client side of the desk and turns down a promotion because of extreme uneasiness with the thought of working from the other side of the desk.

8. C turns down promotion because he feels he cannot cope with the inherent social obligations which go with a higher level of employment. (business luncheons, conferences, etc.)

9. C is offered a promotion which will include speaking before groups in an official capacity and turns it down because he feels his English is not adequate although he is assured it is by the agency professionals.

10. C turns down promotion because he feels that he cannot afford the necessary ingredients which go with the higher promotion. (clothes, better car, having to spend more money on social gatherings)

E. Family Circle (Immediate, peer, official, community)

There is evidence that individuals have four areas which come within the sense of "family" and which are defended in the order listed above. For example, if something goes amiss within the peer family the individual will not hesitate to discuss the issue in negative terms with other members of the peer family. However, if a member of the official or from the community family discusses the issue in negative terms the individual will defend. Some examples:

1. C refuses to discuss problems with Social Worker because they pertain to his home and feels they should remain within the immediate family.

2. The workers with whom C works want to organize a union and ask C to participate, he agrees. They find that no one will agree to be their spokesman for fear of getting fired. Someone suggests that they make a local community leader spokesman. C votes against, indicating that they should not have to depend on outsiders.

3. C has indicated distrust of X, one of the Administrative Agency professional staff, "Miss X is a two-face who is against us." X from another agency comes to C's agency and makes a remark that Miss X is a two-face. C demands to know why an outsider dares to make that kind of accusation about Miss X.

4. We have to have observable leaders like Chavez and Tijerina in order to really feel it in Los Angeles.

5. X, a well known Chicano leader comes to the community and makes some remarks on what he thinks is wrong with it. C gets angry at X, feeling he is wrong in attacking the community if he doesn't live there.

V. SOCIAL PROBLEMS

A. Racial

A strong sense of competition between races is being fostered between the Black and the Chicano as they find themselves struggling to gain equality. The Chicano sees himself as being pitted against the Black

to gain entry into the system,,and is being forced to compete with the Black on a racial rather than an equal level. Some of the attitudes which have resulted from this condition are:

1. The Black is not seeking for all low-income people, he is seeking gains for low-income Blacks.

2. The gains made by the Blacks are at the expense of the Chicanos.

3. The Chicano has been forced to assert himself in face of the one-sided minority programs.

4. The Chicano feels that he will gain entry to the system only through efforts by Chicanos for Chicanos.

5. As long as the Black can be pitted against the Chicano, then neither will make his objectives.

6. The Blacks are being used as stop-gaps, being placed in key positions.

7. Competition with Blacks is causing people to be turned off in New Careers by placing Blacks in supervisory positions administering the Chicanos.

8. The Chicano doesn't want to be represented by a Black or to ride on their coattails.

9. The Chicano doesn't want to use the Black to gain their ends.

10. He doesn't want to compete racially and he believes that he doesn't hav e to prove anything.

11. Black and brown coalitions: THE BLACKS want to dominate Chicanos by ripping off positions:

    a. A coalition is desirable,

    b. The Chicano doesn't want to end his domination by Whitey by replacing it with Black domination,

    c. The C sees himself in a worse position than the Black, he has to beat the Anglos at their game <u>and</u> the Black at theirs,

12. The Chicano is seen by the Black as being better able to assimilate,

13. The Chicano doesn't want to be seen as an assimilating "Tio Taco",

14. C is employed in an agency which hires predominantly Blacks and feels he has been hired to be the 'house Chicano' for window-dressing.

B. <u>Wife</u>: This section deals with problems caused by the wife which results from communication changes, growth pains as the C changes,

different social roles, etc.

1. C. Comes upon new social role and communication pressures that force him to pursue individuals and acquaintances that will allow for this new expression which is not fed at home. Some examples:

2. With his initiation into the area of social change, the C becomes so caught up in the hope and future that he now sees that he becomes somewhat evangelistic in his preoccupation, neglecting his old friends and his wife, who are not "with it".

3. C drifts into a group concerned with the Farm Labor Movement, and specifically where the Chicano fits into that movement. He frequently attempts to discuss some of the issues with his wife who neither understands the social implications nor the terminology her husband uses. C feels frustrated with her and goes to one of his peer's houses to talk.

4. C begins to function in more professionalized role which also brings him into contact with the usage of terminology at a level with his duties. He begins to use the terminology and talk about his new role more and more at home. Wife not understanding the role or the terminology tells him she's too busy cleaning house to discuss it. C goes to a bar where he meets peers who are working at the same agency and discusses some of the workday problems.

5. The wife reacts negatively to a new image. The new image is one of an individual with a new vocabulary, perhaps more dignity, white shirt and tie, and asks for (as historically) advice about things foreign to the wife.

6. The wife unable to adjust to a changing husband who now begins to communicate in another language, and to whom she cannot give support, not understanding the concepts with which he is struggling nor the new careers concept.

7. Ongoing marital problem which the couple brings to the new career and which continues to be a problem (but) the reasons not being some of the pressures directly related to the new careers function.

8. With C's preoccupation with his new involvement with social change and his new language (terminology and jargon) he tends to not take notice of the wife's daily accomplishments and neglects reinforcing these accomplishments in her work, which is seeming more and more drab to her. She resents this neglect and feels martyred.

9. The wife has accepted the role of "father confessor" and mothered the subject. She finds that he is now going to a counselor for advice and reacts negatively.

10. Wife becomes detrimental to husband when their private issues cross into the husband's official existence and he, in seeking and getting help from the project supportive services, negates the helping relationship the wife had heretofore seen as her sole area of concern.

11. She is unable to understand the subject's new role and cannot contribute support in the accustomed manner and begins to press the subject to find other employment. "I used to like you better when you came home sweaty."

12. Husband worked for many years at extremely low level employment (such as a dishwasher for a dollar an hour). During this time the wife gradually became the dominant authority figure at home. The husband begins to change into the dominant figure as a result of his new career, which causes reaction from the wife for his efforts.

13. Wife reacts negatively to subject spending long hours at meetings and other necessities resulting from his new career; the subject, in some cases, becomes attuned to other social issues which take up a lot of his free time and the gap with the wife grows commensurate with the reaction from the wife.

14. The husband recently worked at a job which paid three or four dollars (the subject now earns two dollars an hour) and the wife constantly pressures the individual to quit and find better paying employment.

15. Subject has come to believe (through experience) that the authorities handle his law breaking (ticket warrants) in only one way, by sending him to jail. He has warrants pending, and his wife has told him someone from the project is trying to set him up to get arrested under the guise of trying to help him.

16. The past image of a white shirt, tie, and suit being worn only for special occasions such as parties, etc., causes the wife to react with jealousy or in such a manner designed to nullify the competition, which in this case could be the job.

17. Wife hears there are women working on the project, goes by, and upon seeing a lot of women dressed "to kill" becomes threatened and causes individual to be fired.

18. The school has a past image of the place where you have fun, make out, meeting interested members of the opposite sex.

19. The wife, hearing the husband talk about Miss or Mrs. X sure has been helping me a lot in my school work, etc., reacts, not realizing she weighs 250 pounds, is married, and has no interest in extra-curricular love affairs.

20. The wife reacts with jealousy upon being informed by the husband of the positives of female support staff, such as a teacher taking special interest in a pupil (academically).

C. Rumors

Climate is set for rumors with the sharing of office and roles with females causing either internal conflicts with peers or home conflicts with the wife. Some examples are:

1. Rumor that C and female peer are very friendly reaches her boyfriend, and another C, setting the stage for confrontation.

2. Same as above reaches C's wife, who then puts him in the "doghouse", which causes a downward curve in his output.

3. C comes to work from a party the night before and a rumor starts that he is using drugs, which causes a serious problem for the administrative agency since C is working at a job involving delinquency prevention of youth.

4. C accidently sees a file of a peer, misinterprets the information and feeds the misinformation out.

5. Staff member tells C something about C's peer and same as above occurs.

6. C sees that a supervisor who is supposed to be in one place, and that he is not there, starts a rumor that he is actually taking time off and getting paid for it which causes feelings of betrayal and loss of rapport.

D. Personal Hangups: These are problems which the individual brings to the agency or which are caused by the individual as a result of his involvement with the agency.

1. The user agency is ready to promote C. However, C has had his operator's license suspended and is not due to get it reinstated for almost a year. He begins to drive without an operator's license anyway and is soon arrested while engaged in work for the agency.

2. C is told to use his own car for transportation purposes for the user agency which will reimburse his mileage. His car is old and the upkeep repairs become such a burden that C decides to seek other employment.

3. C usually takes the bus to work. The Transit goes on strike and C misses five days of work and school causing his grades to drop.

4. C has learned to defend himself in the Barrio and uses different methods of operation and conflicting resolution than are used in the New Careers game.

5. C, new to the New Careers game, finds that disputes are resolved verbally, not physically.

6. C finds that he must figure out power structure, methods of manipulation, etc.

7. The individual has been attuned to immediate gratification and upon receiving his pay check immediately spends most of it on whatever, causing hardships which he then transfers to the project.

8. After working six months, the subject discovers he can get credit and immediately overextends himself to the extent that he cannot concentrate on either his work or his studies.

9. The subject has historically turned to drugs when the going gets rough and proceeds to do so frequently to the extent that he cannot function thereby making the going rougher, intensifying his narcotic usage cycle.

10. C has been working for six months and credit is easily available to him. He overextends himself and his financial worries become priorities over his work, causing him to function very poorly.

11. C, knowing he will be paid on a certain day, writes a check for food the day before payday. On payday, it is announced that the pay records are not complete and pay will be about a day late. When he wrote the check his funds were already exhausted. He now proceeds to write checks to cover other expenses. The bank decides to prosecute.

12. C is paid on Friday and decides to stop for just one beer with the boys. One thing leads to another and he winds up spending half his paycheck which now causes a severe strain on his living expenses.

13. Isolationism (from the group): "We put in our eight hours and go home and shut off the rest of the world." This indicates that at least this group is not attuned to community affairs and social change issues which in today's times takes individuals from all walks of life into extra-curricular activities (away from those activities necessary for survival) beyond the normal work day hours.

14. If you take a hustler and bring him up against the bureaucracy, he eventually wants to get out.

15. The subject gets homework as a youngster and is ashamed (pride) to bring other kids home because his parents don't know enough to help him with sixth grade homework. This carries over into his current educational involvement to the extent that he won't take homework home.

16. The subject is not accustomed to stringent (as he sees it) discipline. "My father doesn't require me to do that." and reacts to normal agency discipline.

17. The subject is attuned to production at full speed and comes into contact with professionals including teachers who are not attuned

to a certain speed that indicates to the subject "not so much as as they should put out" and he becomes disheartened.

18. The subject learned to deal with the educational process in such a manner that it did not achieve any measure of success in preparing him for competing and now begins to deal with education in that learned manner as he sees the education similar to the past.

19. The community has generally given up on the schools, "They are not teaching the kids anything." "The kids learn a lot more than we did because of television."

20. The subject, upon experiencing an "easy" time in performing human type functions, sees no value in any supportive education, and does not try.

21. Suspicion of the relevance of book contents measured against the reality of actual education needed for daily functioning: C keeps studying mathematics because he is told he needs it and cannot relate this to his daily functions which are in the human contact area. This causes him to go to school only sporadically, which then causes inherent negatives.

22. Inability to verbalize.

23. Subject loses commitment and interest as the work proceeds, along with no observable rewards of successful competition.

24. The new careerist feels that he knows the community problems better and that he can communicate better than the professional. He begins to withdraw when his suggested changes are not instituted immediately.

25. C is reluctant with his new role and feels that he is unable to manifest success in terms of observables because of inadequate earnings and begins to manifest his displeasure by over-competing with the professionals or by instituting a campaign against the agency and the New Careers concept, or just drops out for higher monitary rewards in employment.

26. Lack of confidence.

27. His pride interferes with learning; he doesn't want to ask questions which would expose his ignorance -- asking is difficult because it is contrary to self-concept.

28. C has come to associate the school with nothing but negatives, i.e. a correctional education system.

VI. AGENCY: These are problems relating to agencies, (Administrative, User, Educational), which either originate within the agencies or are

within the agencies' scope of responsibility.

A. Administrative and/or User Agency:

1. Top staff not observed on site or as involved in any peer-type relationships with trainees.

2. Agency policy regarding C role in presenting ideas and participating in decision-making process not defined.

3. An individual comes up with a problem which is not within the realm of the available staff to explore. The available staff, in attempting to solve problems which are beyond their capabilities are expending five times the normal time expenditure on these, while other problems within their realm are remaining unsolved or are becoming worse.

4. Lack of standardized agency procedures, pay, education, etc., constantly moving equipment and functions from one section to another.

5. Not able to get supportive service when problems arise.

6. Concept of professional status relates to the trimmings, i.e., white shirt and tie, desk, own phone, authority figure as opposed to the knowledge that the professional has, and the help that the professional can give the C to help them grow academically and professionally.

7. Reaction to stringent administrative policies governing employee involvement in innovative interventions regarding their own developing roles.

8. The agency has such stringent policies concerning employees, (tardiness, too many sick days, work performance) that there is a high turnover rate causing C's to be in constant concern for their jobs.

9. C decides to really "put out" and is told to "leave it alone" by his supervisor.

10. The agency has no real role models for the C's to see themselves in meaningful professional positions.

11. Not being allowed to grow profession ally with personal inputs into the daily functions, (as opposed to one supervisor who allowed a real voice in the C's daily functional changes as per feed-in by C.).

12. C is asked by a professional in the agency to ob tain some pot for him, causing C to lose confidence in the agency.

13. C is asked by one of the professionals to obtain female favors, which causes him to lose respect for him.

14. The agency does not orient C's to function in other than their specifically attached agencies. The C's then do not see the relevancy of their functions in respect to a broader spectrum rather than their immediate surroundings.

15. C is treated like a messenger boy both in the daily assigned functions and his personal input ideas in the agency function.

16. The individual sees his work-life peers in meaningful roles while he is driving a truck. He complains to the administrative agency, but they, being short-handed and with limited funding, cannot handle the problem so that the subject, for that and other reasons, drops out.

17. The subject hears that a number of his peers are being terminated and the only feedback that he gets is from them. He begins to feel threatened and begins to look for other employment that is unionized.

18. The subject hears professional staff members manifesting anxiety about getting refunded the next year, the subject's own anxieties then cause him to seek other employment, or to loose commitment.

19. Inadequate monitoring procedures: C is late twenty times to either the educational site or to the user agency function. He is suddenly told that he has been terminated as of the next pay period. Other C's feel threatened and begin to look for other employment.

20. No designed official site where the peer family can develop: Individuals are told to move out of the classroom building because of other commitments to space and proceed to move away from the training site where some stay for the rest of the day. C feels that he wanted to be with the other C's and thinks "What the hell!", and proceeds to leave for the rest of the day.

21. No voice in decision-making process: C has an idea on changes which he thinks will make services better for the user agency clients. He attempts to talk to user agency staff and is consistently told "He's out" or "He's busy". C then goes to the administrative agency for support and is told and is responded to in the same manner. C tells himself "The hell with it! " or "Nobody cares, so why should I?"

22. Apparent punitive action taken against program dissidents: Four Chicanos are constantly verbalizing perceived negatives about the program. Within a period of one month they are all terminated. Other C's left to their own analysis conclude that termination was caused by their negative feedback and they then become threatened about their own verbalizations being cause for termination.

23. Staff roles not clearly defined to C. C has a problem and goes to staff for help, and is successfully helped by X. The following month C has a problem and is unable to reach X because X is busy

with four other functions, i.e. intake sheets, interviewing for staff positions, etc.

24. Top staff not seen as being involved: Top staff member X is away from the project during the times that a group of C's are at the normal site where X would be, or should be. They, not knowing where he is, assume that he is away while still drawing pay. Therefore, X is seen as negative.

25. Ideas not considered: (Apparently) C has an idea which he thinks will bring about some long needed positive changes. Upon receiving news of idea, the top staff (assumption) examines with all realities of implementing -- and decide not to attempt implementation now, but fail to notify C. Or they just decide that the idea is not good. C waits for some word in regard to his idea. He finally decides that X just doesn't care or is just another bureaucrat phony who doesn't really consider himself a C.

26. Equal employment in the agency: An agency which supports equal employment (racial) causes feelings of alienation to a minority group which is overbalanced by another minority. The minority member who works in an agency which is not carrying out its objectives loses confidence in the agency.

27. "Production is linked to being pushed towards working with our hands, as opposed to going to college and learning how to work with the brain."

28. C has fulfilled all the criteria for promotion to a "hard money" position and the agency has not created the necessary steps nor found the money within their budget to fulfill its obligation and C is discharged to find his own. "I am thirty-seven years old and have eight kids. If the Government is jiving me again I am going to go to the streets and if there is not a group, I will organize one."

29. C has successfully functioned in his position for over one year and is about to get his educational accreditation, when he is asked to train a new college graduate who will be his supervisor. C quits.

30. C comes up with a good idea which will enhance the agency's service to its clients. His supervisor has C "put it on paper" and then takes full credit for the idea, leaving C demoralized.

31. X,Y,Z, all agency professionals are unable to find those "more professionalized functions" which the pre-professional was to release them to and find themselves in stiff competition with the pre-professional, causing a breakdown in the total service; communication breakdown; or the pre-professional being used as a messenger boy.

VI.

B. EDUCATION

1. The teacher staff and other administrative agency staff consistently fail to maintain designed schedules (ie. school is supposed to begin at eight and the teacher shows up at nine, one hour late). The staff is supposed to be at a meeting at two and arrive at three. The habit is transmitted to the C because the feeling is that "Why blow an entire hour, when I know they won't be there?".

2. C was told in school that his best career choice is working with his hands and now believes himself incapable of success in the human service field. Example is not needed, but this can sometimes be observed in individuals with no goal commitment.

3. C has a High School diploma and is forced to sit through three months of "refresher" course work going from the first grade through High School.

4. The schools providing the supportive education keep sending different teachers to service the new careers program weekly, causing a breakdown in the continuity of the subject matter, which frustrates the students efforts to make sense or to relate the education to the realities of his on-the - job functions.

5. The educational intervention has been set up to catagorize the individuals into groupings in terms of apparent levels of education. The teacher who originally set up this system is transferred. The new teacher decided to pool the group back to standard. The continuity of teachers and methodology is changed (broken) and the recipients are not informed as to why or given a chance to respond. Commitment (if there was any) is lost and individuals begin to come in late or not at all to the supportive compnent.

6. The educational process is not teaching the Chicano the New Careers game with any real emphasis upon his skills (natural resources) which be brought to the new career.

   If this new game is too tough, C might revert to his previous existance with which he is more comfortable.

7. The new career is not polishing the C enough so that he can play the game well enough so that there is enough observable social value in what he is doing.

8. Sociology professors are seen as positive, all others as negative, because the former is involved in contemporary material.

9. Education is seen as relevant, but the delivery system is seen as rotten.

]0. Peer- helping relationship (positive)

11. Subject was forced to go to school and felt that he would ultimately derive some benefit from this educational time. Upon graduation, he finds that he is unable to pass a simple test given in preparation for a three dollar position. He now sees school with the same value and refuses to apply himself.

12. The educational component is strictly traditional in its promotional practices. C feels that he is different than a child and sees this as degrading because "They start everybody at the bottom regardless of their level of educational competency."

13. School assimilation:
C sees himself as having received inferior education. He is being presented with $2.00/hour to go to school and complains:
a. only $2.00/hour?
b. the material is irrelevant
c. the programs are watered down and an insult to his intelligence.
d. the teacher who is realistic about the material and its relevancy is fired.
e. the watered down subjects create feelings of being viewed as stupid.
f. the subject matter deals with social problems of the 1930's not current ones.
g. some subjects are too difficult, remedial work is needed.
h. Certain C's check into school and then leave. Then they give the other C's a bad time and complain that the subject material is too hard, not relevant, or too complicated.
i. C doesn't want to ask the teacher questions, which he feels that a leader should know and he doesn't want his peers to know of his ignmrance.
j. The implications of education and classroom learning are not compatible to the self-image of a successful criminal.

VII. NO UPWARD MOBILITY:
Individuals are sometimes trapped in non-new careers positions or in an apparent new careers position where there is no promotion even though the individual has fulfilled the criteria for such. Some examples are:

A. <u>SELF</u>:

1) C is offered a promotion but for one reason or another refuses and is

shunted to a non-upward mobility position.

2) C has been in his current position more than enough time to get promoted but cannot fulfill the accreditation criteria.

3. C has necessary accreditation but has failed to perform in a manner indi - cating he can adequately cover the duties of a higher position.

B. USER AGENCY:

1) C has fulfilled all criteria for advancement but the user agency does not have the funds to pay the higher position.

2) C has fulfilled all criteria for promotion but no action has been taken and there is no given reason.

3) C has not had any training whatsoever to enable him to perform at a higher level and is kept at his current level.

4) The user agency initially intended to build higher positions as the new careerists developed but failed to do this and now there is no money for, nor a higher position to promote to.

5) C has fulfilled all criteria for advancement but is not promoted because the union has taken up an official stand against promotions that do not follow traditional lines.

6) C is placed in a non-career position (i.e., truck driving).

C. PEER PRESSURE:

1) C is offered a promotion but turns it down because he feels he will change so radically he will no longer be himself or one of the community people.

2) C is offered a promotion but turns it down because he feels the friends he has will think, (and accuse him) he sold out.

3) C turns down promotion because he thinks he cannot do the higher level function.

4) C turns down promotion because he does not want to have a position like one of those Gringos he dislikes.

D. ADMINISTRATIVE AGENCY:

1) Promotion time comes around but C cannot be promoted because he was not utilized in accordance with his job specification.

2) C is not promoted because he did not attend school enough to learn report writing and other simple functions which would have prepared him for the higher position.

3) At the end of the federal support the user agency drops C because he cannot pass the entry test for the hard money position.

APPENDIX B

INTERVIEW SCHEDULE

Introduce purpose of interview, time involved, establish communication, rapport. We hope to identify positive or negative attributes more or less unique to Chicanos or the Chicano Culture, which affect Chicanos' ability to obtain information or negotiate approaches within New Careers Opportunity systems. We hope this information will serve as a basis for strategies which will cope with the problems typically experienced by Chicanos and facilitate Chicano participation, professional growth, and development within the New Careers Program.

1. Where were you born and raised?
2. Your present age?
3. Ascertain home environment, i.e., large family, small dwelling, etc.
4. What did your family do? (get at work involvement)
5. Do you think of yourself as a Chicano?
6. How young can you remember starting to think of yourself as a Chicano?
7. How did you feel about being Chicano? About other Chicanos?
8. Was it harder for you to make it because of your being a Chicano? In what ways?
9. Was there prejudice against Chicanos in your school?
10. By the way, how many different schools did you attend?
11. Was there prejudice in your school against Chicanos?
12. By the way, how many different schools did you attend?
13. Which did you like the best? Why?

14. Which did you like the least? Why?

15. What kinds of people were going to school with you? (ethnic breakdown) Problems?

16. Were there any racial clique problems?

17. What grade in school did you complete?

18. Did you find the academic side of school hard or was it easy?

19. In school, do you think you were the kind of person who initiated activities, or were you the kind of person who went along with what others initiated?

20. Was there any problem in the language area, such as not understanding English, or not being allowed to speak Spanish, or things like that?

21. By the way, do you speak Spanish? How long have you spoken Spanish?

22. When in school, did you see school as important to making it in life? Do you still feel this way?

23. Can you recall being involved in school politics, such as elections and so forth?

24. How about cliques, did you belong to one? If so, what did you do in that circle?

25. What kinds of social activities like parties and other gatherings outside of school were there for you? Did you help plan them?

26. How did you see yourself in social situations?

27. What were your goals at this point in your life, or as far as you can remember?

28. Did you have any work, life, goals, such as going into business?

29. How did you feel about raising a family, buying a home?

30. Did you think these goals would be easy to achieve or hard to achieve because of your being a Chicano? How?

31. Why did you drop out of school when you did?

32. Did you have friends? How do you think they saw you?

33. How about your family, how do you think they saw you?

34. How about your teachers, how do you think they saw you?

35. How about other people, how do you think they saw you?

36. How about the Church, was it important to you then? If so, How?

37. OK, let's talk about your past employment. What was the first job you ever held? How old were you?

38. Was it hard for Chicanos to find and obtain employment?

39. Was it hard for you to get that job? How did you get in?

40. Can you remember how you got along with your fellow workers?

41. How about your supervisors? How about other supervisors?

42. How do you think you were seen by your fellow workers? Supervisors?

43. Did you like working there?

44. How long did you work there? Why did you leave? By the way, can you recall the ethnic breakdown and what if any problems did this cause?

45. Let's stay with your employment history for a while, what kind of work did you do next? (Ask questions 38 to 44 and continue cycle until work history up to current N.C. involvement).

On Current New Careers Involvement:

1. What are your goals now?

2. How does New Careers relate to your goals?

3. Do you see yourself getting to professional status in your work? How far?

4. What is the best thing you immediately think of relating to your work?

5. What would you like to see changed for the better? (explain)

6. What is your academic goal? Do you see yourself achieving this?

7. How do you see education relating to your goals?

8. What can you think of that is best about the academic side?

9. If you could, what would you change about the academic side? How?

10. How does education compare now to when you were going to school? Same, better? Do you see education differently or the same as when you were going to school?

11. If you had the education, how far do you think you could go?

12. What kinds of problems do you think you would encounter?

13. Speaking of when you were going to school, can you recall what kinds of family goals you had then?

14. Can you remember when you first had family goals like marriage and raising children and things like that? What were they?

15. Has there been a change since then? How, why?

16. How does your family relate to your New Careers involvement?

17. Do you think you can take more than you normally might because you want to make it in the New Career's game?

18. How do you think acquaintances see you as a result of your new involvement?

19. How do you see yourself? Do you see yourself as a kind of leader now?

20. How about your family, how do you think they see you?

21. In your opinion, what are the reasons leading to Chicanos becoming successful?

22. In your opinion what are the reasons leading to Chicanos failing?

23. If you had the power, a wish, where would you like to go or where would you like to go ideally?

24. Without the wish and speaking realistically, where do you see yourself arriving at?

25. What do you see yourself becoming if this involvement doesn't work out for you? (Or) What would happen if this doesn't work for you?